



DYNAMIC
LEARNING MAPS

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

FOR

English Language Arts

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Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for English Language Arts*. Lawrence, KS: University of Kansas.

and

Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for Mathematics*. Lawrence, KS: University of Kansas.

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Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The initial draft of the Dynamic Learning Maps Essential Elements (then called the Common Core Essential Elements) was released in the spring of 2012.

The initial version of the Dynamic Learning Maps Essential Elements (DLM EEs) was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of DLM EEs. Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities, reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the DLM EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the Common Core State Standards helped to specify academic targets, while the surrounding map content clarified how students could reach the specified standard. Learning maps of this size had not been previously developed, and as a result, alignment between the DLM EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

Alignment of the DLM EEs to the DLM Learning Maps

Teams of content experts worked together to revise the initial version of the DLM EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the DLM EEs with the Common Core State Standards and vertical alignment of the DLM EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the DLM EEs to determine how the map and the DLM EEs should be adjusted to improve their alignment. The teams of content experts most closely involved with this alignment work included:

Mathematics

Kelli Thomas, Ph.D. (co-lead)
Angela Broaddus, Ph.D. (co-lead)
Perneet Sood
Kristin Joannou
Bryan Candea Kromm

English Language Arts

Caroline Mark, Ph.D. (lead)
Jonathan Schuster, Ph.D.
Russell Swinburne Romine, Ph.D.
Suzanne Peterson

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

The Alignment Process

The process of aligning the learning map and the DLM EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts. This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an

essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed DLM EEs that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the DLM EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the DLM EEs.

Claims and Conceptual Areas

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of academic skills, the claims also help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the DLM EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. DLM EEs related to a

particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the DLM EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and DLM EEs in English language arts. The DLM EEs are represented with codes that reflect the strands in English language arts with the strand listed first, followed by the standard. For example, EE.RL.1 is the DLM EE that aligns with Reading Literature standard 1. The grade is not identified for the English language arts standards in the table below, as strands remain consistent from kindergarten through high school. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the DLM EEs was developed. With the claims and conceptual areas in place, the relationship between DLM EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions of the DLM EEs were created. As such, the relationship of DLM EEs within and across grade levels was more difficult to evaluate at that time.

Table 1. Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in English Language Arts

Claim 1	<p>Students can comprehend text in increasingly complex ways.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>C1.1 Determining Critical Elements of Text <i>Essential Elements Included: RL*1, RL*3, RL*5, RI*1, RI*2, RI*5</i></p> <p>C1.2 Constructing Understandings of Text <i>Essential Elements Included: RL*2, RL*4, RI*4, RI*8, L*5</i></p> <p>C1.3 Integrating Ideas and Information from Text <i>Essential Elements Included: RL*6, RL*7, RL*9, RI*3, RI*6, RI*7, RI*9, W*9a, W*9b</i></p>
Claim 2	<p>Students can produce writing for a range of purposes and audiences.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>C2.1 Using Writing to Communicate <i>Essential Elements Included: W*2a, W*2b, W*2c, W*2d, W*2f, W*3a, W*3e, W*4, W*5, L*1a (grades K-2) L*2a, L*2b</i></p> <p>C2.2 Integrating Ideas and Information in Writing <i>Essential Elements Included: W*1a, W*1b, W*3b, W*3c, W*3d, W*8 (grades K-4)</i></p>
Claim 3	<p>Students can communicate for a range of purposes and audiences.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>C3.1 Using Language to Communicate with Others <i>Essential Elements Included: SL*6, L*1a (grades 3-6), L*1b, L*1c, L*1d, L*1e, L*1f, L*1g, L*1i, L*1j, L*3, L*4a, L*4b, L*6</i></p> <p>C3.2 Clarifying and Contributing in Discussion <i>Essential Elements Included: SL*1a, SL*1b, SL*1c, SL*1d, SL*2, SL*3, SL*4</i></p>
Claim 4	<p>Students can engage in research/inquiry to investigate topics and present information.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>C4.1 Using Sources and Information <i>Essential Elements Included: W*7, W*8 (grades 5-12)</i></p> <p>C4.2 Collaborating and Presenting Ideas <i>Essential Elements Included: W*6, SL*5</i></p>

L = language; RL = reading literature; RI = reading information text; SL = speaking and listening; W = writing

Resulting Changes to the DLM Essential Elements

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the DLM EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations

(rather than instructional tasks). The first type of revision was required to align the DLM EEs across grade levels, both vertically and horizontally. The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the DLM EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of DLM EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were targeted, the same terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the DLM EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of DLM EEs.

Another important change in this version of the DLM EEs involved alignment to the Common Core State Standards (CCSS). Given that the DLM EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the DLM EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the DLM EEs involved shifting the focus of a small number of DLM EEs that were written in the form of instructional tasks rather than learning expectations, and adding “With guidance and support” to the beginning of a few of the DLM EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS.

Members of the DLM consortium reviewed each of the changes to the original version of the DLM EEs. Four states provided substantive feedback on the revisions, and this document incorporates the changes those teams suggested.

Access to Instruction and Assessment

The DLM EEs specify learning targets for students with significant cognitive disabilities; however, they do not describe all of the ways that students can engage in instruction or demonstrate understanding through an assessment. Appropriate modes of communication, both for presentation or response, are not stated in the DLM EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students’ opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, a range of assistive technologies is required to access content and demonstrate achievement. For other students, AAC devices or accommodations for hearing and visual impairments will be needed. During instruction, teams should meet individual student needs using whatever technologies and accommodations are required. Examples of some of the ways that students may use technology while learning and demonstrating learning are topics for professional development, and include:

- communication devices that compensate for a student’s physical inability to produce independent speech.

- alternate access devices that compensate for a student's physical inability to point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

Guidance and Support

The authors of the CCSS use the words “prompting and support” at the earliest grade levels to indicate when students are not expected to achieve standards completely independently. Generally, “prompting” refers to “the action of saying something to persuade, encourage, or remind someone to do or say something” (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the DLM EEs and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the DLM EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the

kinds of teacher behaviors that would be considered guidance and support include verbal supports, such as

- getting the student started (e.g., “Tell me what to do first.”),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write *dog* but is unsure how, so the teacher might say, “See if you can write the first letter in the word, /d/og [phonetically pronounced].”),
- using structured technologies such as task-specific word banks, or
- providing structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above applies to instruction and is also linked to demonstrating learning relative to DLM EEs, where guidance and support is specifically called out within the standards.

Conclusion

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the DLM EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of DLM EEs were a critical first step, additional revisions to the DLM EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.

APPENDIX

Development of the Dynamic Learning Maps Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Dynamic Learning Maps Essential Elements. Thank you to all of our contributors.

Review of Draft Two of Dynamic Learning Maps Essential Elements

A special thanks to all of the experts nominated by their state to review draft two of the Dynamic Learning Maps Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

Development of the Original Dynamic Learning Maps Common Core Essential Elements

A special thanks to Edvantia and the team of representatives from Dynamic Learning Maps consortium states who developed the original Common Core Essential Elements upon which the revised Dynamic Learning Maps Essential Elements are based. The team from Edvantia who led the original effort included:

Jan Sheinker, Sheinker Educational Services, Inc.
Beth Judy, Director, Assessment, Alignment, and Accountability Services
Nathan Davis, Information Technology Specialist
Kristen Deitrick, Corporate Communications Specialist
Linda Jones, Executive Assistant

Representatives from Dynamic Learning Maps consortium states included:

IOWA

SEA Representatives: Tom Deeter, Emily Thatcher

Stakeholders: Peggy Akins, Judy Hamer, Kathleen Kvamme-Promes, Donna Shaw

KANSAS

SEA Representatives: Debbie Matthews, Kris Shaw

Stakeholders: Debby Byrne, Holly Draper, Dawn Gresham, Linda Hickey

MICHIGAN

SEA Representatives: Joanne Wilkelman, Adam Wyse

Stakeholders: Debra Susan Asano, Thomai Gersh, Marcia O'Brian, Terri Portice

MISSOURI

SEA Representatives: Lynn Everett, Jane VanDeZande

Stakeholders: Melia Franklin, Lou Ann Hoover, Debbie Jameson, Kate Sadler

NEW JERSEY

SEA Representatives: Melanie O'Dea

Stakeholders: Brenda Berrios, Neal Webster, Tina Yurcho

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SEA Representatives: Emilie Amundson, Kristen Burton

Stakeholders: Lori Hillyer, Tamara Maxwell, Connie Persike, Sara Vold

Reading Literature

Kindergarten			First Grade			Second Grade		
Key Ideas and Details								
EE.RL.K.1 With guidance and support, identify details in familiar stories.			EE.RL.1.1 Identify details in familiar stories.			EE.RL.2.1 Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.		
EE.RL.K.2 With guidance and support, identify major events in familiar stories.			EE.RL.1.2 With guidance and support, recount major events in familiar stories.			EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.		
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.			EE.RL.1.3 Identify characters and settings in a familiar story.			EE.RL.2.3 Identify the actions of the characters in a story.		
Craft and Structure								
EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.			EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.			EE.RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.		
EE.RL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems).			EE.RL.1.5 With guidance and support, identify a text as telling a story.			EE.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.		
EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.			EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.			EE.RL.2.6 Identify the speakers in a dialogue.		
Integration of Knowledge and Ideas								
EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual			EE.RL.1.7 Identify illustrations or objects/tactual information that go with a			EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict		

Reading Literature

information that go with a familiar story.	familiar story.	characters.
EE.RL.K.8 (Not applicable to literature)	EE.RL.1.8 (Not applicable to literature)	EE.RL.2.8 (Not applicable to literature)
EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.	EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.	EE.RL.2.9 Identify similarities between two episodes in a story.
Range of Reading and Level of Text Complexity		
EE.RL.K.10 With guidance and support, actively engage in shared reading.	EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.	EE.RL.2.10 Actively engage in shared reading of stories and poetry for clearly stated purposes.
Third Grade	Fourth Grade	Fifth Grade
Key Ideas and Details		
EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	EE.RL.4.1 Use details from the text to recount what the text says.	EE.RL.5.1 Identify words in the text to answer a question about explicit information.
EE.RL.3.2 Associate details with events in stories from diverse cultures.	EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.	EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.
EE.RL.3.3 Identify the feelings of characters in a story.	EE.RL.4.3 Use details from the text to describe characters in the story.	EE.RL.5.3 Compare two characters in a familiar story.
Craft and Structure		
EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.	EE.RL.4.4 Determine the meaning of words in a text.	EE.RL.5.4 Determine the intended meaning of multi-meaning words in a text.

Reading Literature

EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	EE.RL.4.5 Identify elements that are characteristic of stories.	EE.RL.5.5 Identify a story element that undergoes change from beginning to end.
EE.RL.3.6 Identify personal point of view about a text.	EE.RL.4.6 Identify the narrator of a story.	EE.RL.5.6 Determine the point of view of the narrator.
Integration of Knowledge and Ideas		
EE.RL.3.7 Identify parts of illustrations or tactual information that depict a particular setting, or event.	EE.RL.4.7 Make connections between the text representation of a story and a visual, tactual, or oral version of a story.	EE.RL.5.7 Identify illustrations, tactual or multimedia elements that add to understanding of a text.
EE.RL.3.8 (Not applicable to literature)	EE.RL.4.8 (Not applicable to literature)	EE.RL.5.8 (Not applicable to literature)
EE.RL.3.9 Identify common elements in two stories in a series.	EE.RL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.	EE.RL.5.9 Compare stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity		
EE.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.	EE.RL.4.10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.	EE.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

Reading Literature

Sixth Grade	Seventh Grade	Eighth Grade
Key Ideas and Details		
EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.	EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	EE.RL.8.1 Cite text to support inferences from stories and poems.
EE.RL.6.2 Identify details in a text that are related to the theme or central idea.	EE.RL.7.2 Identify events in a text that are related to the theme or central idea.	EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.
EE.RL.6.3 Can identify how a character responds to a challenge in a story.	EE.RL.7.3 Determine how two or more story elements are related.	EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.
Craft and Structure		
EE.RL.6.4 Determine how word choice changes the meaning in a text.	EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.	EE.RL.8.4 Determine connotative meanings of words and phrases in a text.
EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).	EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).	EE.RL.8.5 Compare and contrast the structure of two or more texts.
EE.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text.	EE.RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
Integration of Knowledge and Ideas		
EE.RL.6.7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching	EE.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	EE.RL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.

Reading Literature

video or live performance of the same text.		
EE.RL.6.8 (Not applicable to literature)	EE.RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)
EE.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.	EE.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	EE.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
Range of Reading and Level of Text Complexity		
EE.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	EE.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	EE.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

DLM Essential Elements: Reading (Foundational Skills)

9-10th Grade		11-12th Grade	
Key Ideas and Details			
EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.		EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	
EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.		EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.	
EE.RL.9-10.3 Determine how characters change or develop over the course of a text.		EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.	
Craft and Structure			
EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.		EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	
EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.		EE.RL.11-12.5 Determine how the author’s choice of where to end the story contributes to the meaning.	
EE.RL.9-10.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.		EE.RL.11-12.6 Determine the point of view when there is a difference between the author’s actual language and intended meaning.	
Integration of Knowledge and Ideas			
EE.RL.9-10.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).		EE.RL.11-12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	
EE.RL.9-10.8 (Not applicable to literature)		EE.RL.11-12.8 (Not applicable to literature)	
EE.RL.9-10.9 Identify when an author draws upon or references a different text.		EE.RL.11-12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.	

DLM Essential Elements: Reading (Foundational Skills)

Range of Reading and Level of Text Complexity	
EE.RL.9-10.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	EE.RL.11-12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

DLM Essential Elements: Reading (Foundational Skills)

Kindergarten		First Grade	Second Grade
Print Concepts			
EE.RF.K.1 Demonstrate emerging understanding of the organization of print.		EE.RF.1.1 Demonstrate emerging understanding of the organization of print.	
EE.RF.K.1.a With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.		EE.RF.1.1.a Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).	
EE.RF.K.1.b NOT APPLICABLE		EE.RF.1.1.b NOT APPLICABLE	
EE.RF.K.1.c NOT APPLICABLE		EE.RF.1.1.c NOT APPLICABLE	
EE.RF.K.1.d NOT APPLICABLE			
Phonological Awareness			
EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).		EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
EE.RF.K.2.a With guidance and support, recognize rhyming words.		EE.RF.1.2.a Recognize rhyming words.	
EE.RF.K.2.b With guidance and support, recognize the number of words in a spoken message.		EE.RF.1.2.b With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.	
EE.RF.K.2.c With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.		EE.RF.1.2.c Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	

DLM Essential Elements: Reading (Foundational Skills)

Kindergarten		First Grade	Second Grade
EE.RF.K.2.d NOT APPLICABLE	EE.RF.1.2.d With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
EE.RF.K.2.e NOT APPLICABLE			
Phonics and Word Recognition			
EE.RF.K.3 Demonstrate emerging awareness of print.	EE.RF.1.3 Demonstrate emerging letter and word identification skills.	EE.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.	
EE.RF.K.3.a With guidance and support, recognize first letter of own name in print.	EE.RF.1.3.a Identify upper case letters of the alphabet.	EE.RF.2.3.a Identify the lower case letters of the alphabet.	
EE.RF.K.3.b NOT APPLICABLE	EE.RF.1.3.b With guidance and support, recognize familiar words that are used in every day routines.	EE.RF.2.3.b Identify letter sound correspondence for single consonants.	
EE.RF.K.3.c With guidance and support, recognize environmental print.	EE.RF.1.3.c NOT APPLICABLE	EE.RF.2.3.c NOT APPLICABLE	
EE.RF.K.3.d NOT APPLICABLE	EE.RF.1.3.d NOT APPLICABLE	EE.RF.2.3.d NOT APPLICABLE	
	EE.RF.1.3.e NOT APPLICABLE	EE.RF.2.3.e NOT APPLICABLE	
	EE.RF.1.3.f NOT APPLICABLE	EE.RF.2.3.f Recognize 10 or more written words.	
	EE.RF.1.3.g NOT APPLICABLE		
Fluency			
EE.RF.K.4 Engage in purposeful shared reading of familiar text.	EE.RF.1.4 Begin to attend to words in print.	EE.RF.2.4 Attend to words in print.	
	EE.RF.1.4.a Engage in sustained, independent study of books.	EE.RF.2.4.a Read familiar text comprised of known words.	
	EE.RF.1.4.b Participate in shared reading of a variety of reading materials reflecting a variety of	EE.RF.2.4.b NOT APPLICABLE	

DLM Essential Elements: Reading (Foundational Skills)

Kindergarten		First Grade	Second Grade
		text genre.	
		EE.RF.1.4.c NOT APPLICABLE	EE.RF.2.4.c NOT APPLICABLE

DLM Essential Elements: Reading (Foundational Skills)

Third Grade	Fourth Grade	Fifth Grade
Phonics and Word Recognition		
EE.RF.3.3 Use letter-sound knowledge to read words.	EE.RF.4.3 Use letter-sound knowledge to read words.	EE.RF.5.3 Use letter-sound knowledge to read words.
EE.RF.3.3.a In context, demonstrate basic knowledge of letter-sound correspondences.	EE.RF.4.3.a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	EE.RF.5.3.a Read common sight words and decode single syllable words.
EE.RF.3.3.b With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).	EE.RF.4.3.b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).	
EE.RF.3.3.c NOT APPLICABLE		
EE.RF.3.3.d Recognize 40 or more written words.		
Fluency		
EE.RF.3.4 Read words in text.	EE.RF.4.4 Read words in text.	EE.RF.5.4 Read words in text.
EE.RF.3.4.a Read familiar text comprised of known words.	EE.RF.4.4.a Read text comprised of familiar words with accuracy and understanding.	EE.RF.5.4.a Read text comprised of familiar words with accuracy and understanding.
EE.RF.3.4.b NOT APPLICABLE	EE.RF.4.4.b NOT APPLICABLE	EE.RF.5.4.b NOT APPLICABLE
EE.RF.3.4.c Use context to determine missing words in familiar texts.	EE.RF.4.4.c Use letter knowledge and context to support word recognition when reading.	EE.RF.5.4.c Use context to confirm or self-correct word recognition when reading.

DLM Essential Elements: Writing

Kindergarten	First Grade	Second Grade
Text Types and Purposes		
EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.
EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.	EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.	EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.	EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.	EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
Production and Distribution of Writing		
EE.W.K.4 (Begins in grade 3)	EE.W.1.4 (Begins in grade 3)	EE.W.2.4 (Begins in grade 3)
EE.W.K.5 (Begins in grade 1)	EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.	EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
EE.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	EE.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
Research to Build and Present Knowledge		
EE.W.K.7 With guidance and support, participate in shared research and writing objects.	EE.W.1.7 With guidance and support, participate in shared research and writing projects.	EE.W.2.7 Participate in shared research and writing projects.
EE.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	EE.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	EE.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.
EE.W.K.9 (Begins in grade 4)	EE.W.1.9 (Begins in grade 4)	EE.W.2.9 (Begins in grade 4)

DLM Essential Elements: Writing

Range of Writing		
EE.W.K.10 (Begins in grade 3)	EE.W.1.10 (Begins in grade 3)	EE.W.2.10 (Begins in grade 3)

DLM Essential Elements: Writing

Third Grade	Fourth Grade	Fifth Grade
Text Types and Purposes		
EE.W.3.1 Write opinions about topics or text.	EE.W.4.1 Write opinions about topics or text.	EE.W.5.1 Write opinions about topics or text.
EE.W.3.1.a Select a text and write an opinion about it.	EE.W.4.1.a Select a topic or text and write an opinion about it.	EE.W.5.1.a Introduce a topic or text and state an opinion about it.
EE.W.3.1.b Write one reason to support an opinion about a text.	EE.W.4.1.b List reasons to support the opinion.	EE.W.5.1.b Provide reasons to support the opinion.
EE.W.3.1.c NOT APPLICABLE	EE.W.4.1.c NOT APPLICABLE	EE.W.5.1.c NOT APPLICABLE
EE.W.3.1.d NOT APPLICABLE	EE.W.4.1.d NOT APPLICABLE	EE.W.5.1.d NOT APPLICABLE
EE.W.3.2 Write to share information supported by details.	EE.W.4.2 Write to share information supported by details.	EE.W.5.2 Write to share information supported by details.
EE.W.3.2.a Select a topic and write about it including one fact or detail.	EE.W.4.2.a Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.	EE.W.5.2.a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
EE.W.3.2.b NOT APPLICABLE	EE.W.4.2.b List words, facts, or details related to the topic.	EE.W.5.2.b Provide facts, details, or other information related to the topic.
EE.W.3.2.c NOT APPLICABLE	EE.W.4.2.c NOT APPLICABLE	EE.W.5.2.c NOT APPLICABLE
EE.W.3.2.d NOT APPLICABLE	EE.W.4.2.d NOT APPLICABLE	EE.W.5.2.d NOT APPLICABLE
	EE.W.4.2.e NOT APPLICABLE	EE.W.5.2.e NOT APPLICABLE
EE.W.3.3 Write about events or personal experiences.	EE.W.4.3 Write about events or personal experiences.	EE.W.5.3 Write about events or personal experiences.
EE.W.3.3.a Select an event or personal experience and write about it including the names of people involved.	EE.W.4.3.a Write about a personal experience including two events in sequence.	EE.W.5.3.a Write about an experience or event including three or more events in sequence.

DLM Essential Elements: Writing

Third Grade	Fourth Grade	Fifth Grade
EE.W.3.3.b NOT APPLICABLE	EE.W.4.3.b List words that describe an event or personal experience to use when writing about it.	EE.W.5.3.b NOT APPLICABLE
EE.W.3.3.c NOT APPLICABLE	EE.W.4.3.c NOT APPLICABLE	EE.W.5.3.c NOT APPLICABLE
EE.W.3.3.d NOT APPLICABLE	EE.W.4.3.d NOT APPLICABLE	EE.W.5.3.d NOT APPLICABLE
	EE.W.4.3.e NOT APPLICABLE	EE.W.5.3.e NOT APPLICABLE
Production and Distribution of Writing		
EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.	EE.W.4.4 Produce writing that expresses more than one idea.	EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose.
EE.W.3.5 With guidance and support from adults and peers, revise own writing.	EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.	EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	EE.W.4.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	EE.W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge		
EE.W.3.7 Identify information about a topic for a research project.	EE.W.4.7 Gather information about a topic from two or more sources for a research project.	EE.W.5.7 Conduct short research projects using two or more sources.
EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.	EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.	EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.
EE.W.3.9 (Begins in grade 4)	EE.W.4.9 Recall information from literary and informational text to support writing.	EE.W.5.9 Use information from literary and informational text to support writing.
	EE.W.4.9.a Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., “Use details from text to describe a character in a story.”).	EE.W.5.9.a Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).

DLM Essential Elements: Writing

Third Grade		Fourth Grade	Fifth Grade
		EE.W.4.9.b Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").	EE.W.5.9.b Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").
Range of Writing			
EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.		EE.W.4.10 Write routinely for a variety of tasks, purposes, and audiences.	EE.W.5.10 Write routinely for a variety of tasks, purposes, and audiences.

DLM Essential Elements: Writing

Sixth Grade	Seventh Grade	Eighth Grade
Text Types and Purposes		
EE.W.6.1 Write claims about topics or text.	EE.W.7.1 Write claims about topics or texts.	EE.W.8.1 Write claims about topics or texts.
EE.W.6.1.a Write a claim about a topic or text.	EE.W.7.1.a Introduce a topic or text and write one claim about it.	EE.W.8.1.a Introduce the claim and provide reasons or pieces of evidence to support it.
EE.W.6.1.b Write one or more reasons to support a claim about a topic or text.	EE.W.7.1.b Write one or more reasons to support a claim about a topic or text.	EE.W.8.1.b Write reasons to support a claim about a topic or text.
EE.W.6.1.c NOT APPLICABLE	EE.W.7.1.c Use temporal words (first, next, also) to create cohesion.	EE.W.8.1.c NOT APPLICABLE
EE.W.6.1.d NOT APPLICABLE	EE.W.7.1.d NOT APPLICABLE	EE.W.8.1.d NOT APPLICABLE
EE.W.6.1.e NOT APPLICABLE	EE.W.7.1.e NOT APPLICABLE	EE.W.8.1.e NOT APPLICABLE
EE.W.6.2 Write to share information supported by details.	EE.W.7.2 Write to share information supported by details.	EE.W.8.2 Write to share information supported by details.
EE.W.6.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	EE.W.7.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	EE.W.8.2.a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
EE.W.6.2.b Provide facts, details, or other information related to the topic.	EE.W.7.2.b Provide facts, details, or other information related to the topic.	EE.W.8.2.b Write one or more facts or details related to the topic.
EE.W.6.2.c NOT APPLICABLE	EE.W.7.2.c NOT APPLICABLE	EE.W.8.2.c Write complete thoughts as appropriate.
EE.W.6.2.d NOT APPLICABLE	EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.	EE.W.8.2.d Use domain specific vocabulary related to the topic.
EE.W.6.2.e NOT APPLICABLE	EE.W.7.2.e NOT APPLICABLE	EE.W.8.2.e NOT APPLICABLE
EE.W.6.2.f NOT APPLICABLE	EE.W.7.2.f NOT APPLICABLE	EE.W.8.2.f Provide a closing.

DLM Essential Elements: Writing

Sixth Grade	Seventh Grade	Eighth Grade
EE.W.6.3 Write about events or personal experiences.	EE.W.7.3 Write about events or personal experiences.	E.W.8.3 Write about events or personal experiences.
EE.W.6.3.a Write a narrative about a real or imagined experience introducing the experience and including two or more events.	EE.W.7.3.a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	E.W.8.3.a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
EE.W.6.3.b NOT APPLICABLE	EE.W.7.3.b NOT APPLICABLE	E.W.8.3.b NOT APPLICABLE
EE.W.6.3.c Use words that establish the time frame.	EE.W.7.3.c Use temporal words (e.g., first, then, next) to signal order.	E.W.8.3.c Use temporal words (e.g., first, then, next) to signal order.
EE.W.6.3.d Use words that convey specific details about the experience or event.	EE.W.7.3.d Use words that describe feelings of people or characters in the narrative.	E.W.8.3.d Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
EE.W.6.3.e NOT APPLICABLE	EE.W.7.3.e NOT APPLICABLE	E.W.8.3.e Provide a closing.
Production and Distribution of Writing		
EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.	EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.	EE.W.8.4 Produce writing that is appropriate for the task, purpose, or audience.
EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.	EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.	EE.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.
EE.W.6.6 Use technology, including the Internet, to produce writing while interacting and collaborating with others.	EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.	EE.W.8.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.
Research to Build and Present Knowledge		
EE.W.6.7 Conduct short research projects to answer a question.	EE.W.7.7 Conduct research to answer a question based on multiple sources of information.	EE.W.8.7 Conduct short research projects to answer and pose questions based on one source of information.
EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.	EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or	EE.W.8.8 Select quotes providing relevant information about a topic from multiple print or

DLM Essential Elements: Writing

Sixth Grade	Seventh Grade	Eighth Grade
	digital sources.	digital sources.
EE.W.6.9 Use information from literary and informational text to support writing.	EE.W.7.9 Use information from literary and informational text to support writing.	EE.W.8.9 Use information from literary and informational text to support writing.
EE.W.6.9.a Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).	EE.W.7.9.a Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).	EE.W.8.9.a Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).
EE.W.6.9.b Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”).	EE.W.7.9.b Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).	EE.W.8.9.b Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).
Range of Writing		
EE.W.6.10 Write routinely for a variety of tasks, purposes, and audiences.	EE.W.7.10 Write routinely for a variety of tasks, purposes, and audiences.	EE.W.8.10 Write routinely for a variety of tasks, purposes, and audiences.

DLM Essential Elements: Writing

9 – 10 th Grade		11 – 12 th Grade	
Text Types and Purposes			
EE.W.9-10.1 Write claims about topics or texts.		EE.W.11-12.1 Write arguments to support claims.	
EE.W.9-10.1.a Introduce a topic or text and write one claim and one counterclaim about it.		EE.W.11-12.1.a Write an argument to support a claim that results from studying a topic or reading a text.	
EE.W.9-10.1.b NOT APPLICABLE		EE.W.11-12.1.b Support claims with reasons and evidence drawn from text.	
EE.W.9-10.1.c NOT APPLICABLE		EE.W.11-12.1.c NOT APPLICABLE	
EE.W.9-10.1.d NOT APPLICABLE		EE.W.11-12.1.d NOT APPLICABLE	
EE.W.9-10.1.e NOT APPLICABLE		EE.W.11-12.1.e NOT APPLICABLE	
EE.W.9-10.2 Write to share information supported by details.		EE.W.11-12.2 Write to share information supported by details.	
EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.		EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.	
EE.W.9-10.2.b Develop the topic with facts or details.		EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.	
EE.W.9-10.2.c Use complete, simple sentences as appropriate.		EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	
EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.		EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.	
EE.W.9-10.2.e NOT APPLICABLE		EE.W.11-12.2.e NOT APPLICABLE	
EE.W.9-10.2.f Providing a closing or concluding statement.		EE.W.11-12.2.f Provide a closing or concluding statement.	

DLM Essential Elements: Writing

9 – 10 th Grade	11 – 12 th Grade
EE.W.9-10.3 Write about events or personal experiences.	EE.W.11-12.3 Write about events or personal experiences.
EE.W.9-10.3.a Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.	EE.W.11-12.3.a Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
EE.W.9-10.3.b NOT APPLICABLE	EE.W.11-12.3.b NOT APPLICABLE
EE.W.9-10.3.c Organize the events in the narrative using temporal words to signal order as appropriate.	EE.W.11-12.3.c Organize the events in the narrative using temporal words to signal order and add cohesion.
EE.W.9-10.3.d Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.	EE.W.11-12.3.d Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
EE.W.9-10.3.e Provide a closing.	EE.W.11-12.3.e Provide a closing.
Production and Distribution of Writing	
EE.W.9-10.4 Produce writing that is appropriate for the task, purpose, and audience.	EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.
EE.W.9-10.5 Develop writing by planning and revising own writing.	EE.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	EE.W.11-12.6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
Research to Build and Present Knowledge	
EE.W.9-10.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.	EE.W.11-12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.
EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources.	EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.

DLM Essential Elements: Writing

9 – 10 th Grade	11 – 12 th Grade
EE.W.9-10.9 Use information from literary and informational text to support writing.	EE.W.11-12.9 Cite evidence from literary or informational texts.
EE.W.9-10.9.a Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).	EE.W.11-12.9.a Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).
EE.W.9-10.9.b Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).	EE.W.11-12.9.b Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., “Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.”).
Range of Writing	
EE.W.9-10.10 Write routinely over time for a range of tasks, purposes, and audiences.	EE.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

DLM Essential Elements: Speaking and Listening

Kindergarten	First Grade	Second Grade
Comprehension and Collaboration		
EE.SL.K.1 Participate in conversations with others.	EE.SL.1.1 Participate in conversations with adults.	EE.SL.2.1 Participate in conversations with adults and peers.
EE.SL.K.1.a Communicate directly with supportive adults or peers.	EE.SL.1.1.a Engage in multiple-turn exchanges with supportive adults.	EE.SL.2.1.a Engage in multiple-turn exchanges with peers with support from an adult.
EE.SL.K.1.b Participate in multiple-turn communication exchanges with support from adults.	EE.SL.1.1.b Build on comments or topics initiated by an adult.	EE.SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
NOT APPLICABLE	EE.SL.1.1.c Uses one or two words to ask questions related to personally relevant topics.	EE.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.	EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
EE.SL.K.3 Ask for help when needed.	EE.SL.1.3 Communicate confusion or lack of understanding ("I don't know.").	EE.SL.2.3 Answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas		
EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.	EE.SL.1.4 Identify familiar people, places, things, and events.	EE.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.
EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to similar people, places, things, and events.	EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	EE.SL.2.5 Select visual, audio, or tactual representations to depict a personal experience.

DLM Essential Elements: Speaking and Listening

EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.	EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	EE.SL.2.6 Combine words when communicating to provide clarification.
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DLM Essential Elements: Speaking and Listening

Third Grade	Fourth Grade	Fifth Grade
Comprehension and Collaboration		
EE.SL.3.1 Engage in collaborative discussions.	EE.SL.4.1 Engage in collaborative discussions.	EE.SL.5.1 Engage in collaborative discussions.
EE.SL.3.1.a Engage in collaborative interactions about texts.	EE.SL.4.1.a Contribute ideas from prior knowledge of a text during discussions about the same text.	EE.SL.5.1.a Come to discussion prepared to share information.
EE.SL.3.1.b Listen to others' ideas before responding.	EE.SL.4.1.b With guidance and support, carry out assigned role in a discussion.	EE.SL.5.1.b Carry out assigned role in a discussion.
EE.SL.3.1.c Indicate confusion or lack of understanding about information presented.	EE.SL.4.1.c Answer specific questions related to information in a discussion.	EE.SL.5.1.c Ask questions related to information in a discussion.
EE.SL.3.1.d Express ideas clearly.	EE.SL.4.1.d Identify the key ideas in a discussion.	EE.SL.5.1.d Make comments that contribute to the discussion and link to the remarks of others.
EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.	EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.	EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.
EE.SL.3.3 Ask or answer questions about the details provided by the speaker.	EE.SL.4.3 Identify a point that the speaker makes.	EE.SL.5.3 Identify the reasons and evidence supporting a specific point.
Presentation of Knowledge and Ideas		
EE.SL.3.4 Recount a personal experience, story, or topic including details.	EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.	EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
EE.SL.3.5 Create a multimedia presentation of a story or poem.	EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.	EE.SL.5.5 Select or create audio recordings and visual/tactile displays to enhance a presentation.
EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.	EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.	EE.SL.5.6 Differentiate between contexts that require formal and informal communication.

DLM Essential Elements: Speaking and Listening

Sixth Grade	Seventh Grade	Eighth Grade
Comprehension and Collaboration		
EE.SL.6.1 Engage in collaborative discussions.	EE.SL.7.1 Engage in collaborative discussions.	EE.SL.8.1 Engage in collaborative discussions.
EE.SL.6.1.a Come to discussions prepared to share information.	EE.SL.7.1.a Come to discussions prepared to share information.	EE.SL.8.1.a Come to discussions prepared to share information previously studied.
EE.SL.6.1.b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.	EE.SL.7.1.b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.	EE.SL.8.1.b Follow simple rules and carry out assigned roles during discussions.
EE.SL.6.1.c Ask and answer questions specific to the topic, text, or issue under discussion.	EE.SL.7.1.c Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	EE.SL.8.1.c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
EE.SL.6.1.d Restate key ideas expressed in the discussion.	EE.SL.7.1.d Acknowledge new information expressed by others in a discussion.	EE.SL.8.1.d Acknowledge new information expressed by others in a discussion and relate it to own ideas.
EE.SL.6.2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.	EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.	EE.SL.8.2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
EE.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.	EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.	EE.SL.8.3 Determine the argument made by a speaker on a topic.
Presentation of Knowledge and Ideas		
EE.SL.6.4 Present findings on a topic including descriptions, facts, or details.	EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.	EE.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.
EE.SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.	EE.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.	EE.SL.8.5 Include multimedia and visual information into presentations.

DLM Essential Elements: Speaking and Listening

EE.SL.6.6 Use formal and informal language as appropriate to the communication partner.	EE.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	EE.SL.8.6 Adapt communication to a variety of contexts and tasks.
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DLM Essential Elements: Speaking and Listening

9 – 10 th Grade		11 – 12 th Grade	
Comprehension and Collaboration			
EE.SL.9-10.1 Engage in collaborative discussions.		EE.SL.11-12.1 Engage in collaborative discussions.	
EE.SL.9-10.1.a Prepare for discussions by collecting information on the topic.		EE.SL.11-12.1.a Prepare for discussions by collecting information on the topic.	
EE.SL.9-10.1.b Work with adults and peers to set rules for discussions.		EE.SL.11-12.1.b Work with peers to set rules and goals for discussions.	
EE.SL.9-10.1.c Relate the topic of discussion to broader themes or ideas.		EE.SL.11-12.1.c Ask and answer questions to verify or clarify own ideas and understandings during a discussion.	
EE.SL.9-10.1.d Indicate agreement or disagreement with others during discussions.		EE.SL.11-12.1.d Respond to agreements and disagreements in a discussion.	
EE.SL.9-10.2 Determine the credibility of information presented in diverse media or formats.		EE.SL.11-12.2 Determine the credibility and accuracy of information presented across diverse media or formats.	
EE.SL.9-10.3 Determine the speaker's point of view on a topic.		EE.SL.11-12.3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic.	
Presentation of Knowledge and Ideas			
EE.SL.9-10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.		EE.SL.11-12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.	
EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.		EE.SL.11-12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.	
EE.SL.9-10.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		EE.SL.11-12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	

DLM Essential Elements: Language

Kindergarten	First Grade	Second Grade
Conventions of Standard English		
EE.L.K.1 Demonstrate emerging understanding of letter and word use.	EE.L.1.1 Demonstrate emerging understanding of letter and word use.	EE.L.2.1 Demonstrate understanding of letter and word use.
EE.L.K.1.a With guidance and support, distinguish between letters and other symbols or shapes.	EE.L.1.1.a Write letters from own name.	EE.L.2.1.a Produce all upper case letters.
EE.L.K.1.b With guidance and support, use frequently occurring nouns in communication.	EE.L.1.1.b Use frequently occurring nouns in communication.	EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication.
EE.L.K.1.c With guidance and support, use frequently occurring plural nouns.	EE.L.1.1.c Use frequently occurring plural nouns in communication.	EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
EE.L.K.1.d With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.	EE.L.1.1.d With guidance and support, use familiar personal pronouns (e.g., I, me, and you).	EE.L.2.1.d Use frequently occurring verbs.
EE.L.K.1.e With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.	EE.L.1.1.e Use familiar present tense verbs.	EE.L.2.1.e Use frequently occurring adjectives.
EE.L.K.1.f With guidance and support, link two or more words together in communication.	EE.L.1.1.f With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).	EE.L.2.1.f Combine two or more words together in communication.
	EE.L.1.1.g NOT APPLICABLE	
	EE.L.1.1.h NOT APPLICABLE	
	EE.L.1.1.i With guidance and support, use common prepositions(e.g., on, off, in, out).	
	EE.L.1.1.j With guidance and support, use simple question words (interrogatives) (e.g., who, what).	

DLM Essential Elements: Language

Kindergarten		First Grade	Second Grade
EE.L.K.2 NOT APPLICABLE	EE.L.1.2 Demonstrate emerging understanding of conventions of standard English.	EE.L.2.2 Demonstrate emerging understanding of conventions of standard English.	
	EE.L.1.2.a NOT APPLICABLE	EE.L.2.2.a With guidance and support, capitalize the first letter of familiar names.	
	EE.L.1.2.b With guidance and support during shared writing, put a period at the end of a sentence.	EE.L.2.2.b NOT APPLICABLE	
	EE.L.1.2.c NOT APPLICABLE	EE.L.2.2.c NOT APPLICABLE	
	EE.L.1.2.d With guidance and support, use letters to create words.	EE.L.2.2.d Identify printed rhyming words with the same spelling pattern.	
	EE.L.1.2.e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.	EE.L.2.2.e Consult print in the environment to support reading and spelling.	
Knowledge of Language			
EE.L.K.3 (Begins in Grade 2)	EE.L.1.3 (Begins in grade 2)	EE.L.2.3 Use language to achieve desired outcomes when communicating.	
		EE.L.2.3.a Use symbolic language when communicating.	
Vocabulary Acquisition and Use			
EE.L.K.4 Demonstrate emerging knowledge of word meanings.	EE.L.1.4 Demonstrate emerging knowledge of word meanings	EE.L.2.4 Demonstrate knowledge of word meanings.	
EE.L.K.4.a With guidance and support, demonstrate understanding of words used in every day routines.	EE.L.1.4.a Demonstrate understanding of words used in every day routines.	EE.L.2.4.a Demonstrate knowledge of new vocabulary drawn from reading and content areas.	
EE.L.K.4.b NOT APPLICABLE	EE.L.1.4.b NOT APPLICABLE	EE.L.2.4.b NOT APPLICABLE	

DLM Essential Elements: Language

Kindergarten	First Grade	Second Grade
	EE.L.1.4.c NOT APPLICABLE	EE.L.2.4.c NOT APPLICABLE
		EE.L.2.4.d Identify the words comprising compound words.
		EE.L.2.4.e NOT APPLICABLE
EE.L.K.5 Demonstrate emerging understanding of word relationships.	EE.L.1.5 Demonstrate emerging understanding of word relationships.	EE.L.2.5 Demonstrate understanding of word relationships and use.
EE.L.K.5.a With guidance and support, sort common objects into familiar categories.	EE.L.1.5.a With guidance and support, sort common objects into familiar categories.	EE.L.2.5.a Identify real-life connections between words and their use (e.g., happy: “I am happy.”).
EE.L.K.5.b With guidance and support, demonstrate understanding of frequently occurring opposites.	EE.L.1.5.b With guidance and support, identify attributes of familiar words.	EE.L.2.5.b Demonstrate understanding of the meaning of common verbs.
EE.L.K.5.c With guidance and support, use words to communicate in real-life situations.	EE.L.1.5.c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.	
EE.L.K.5.d With guidance and support, demonstrate an understanding of common verbs.	EE.L.1.5.d NOT APPLICABLE	
EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.

DLM Essential Elements: Language

Third Grade	Fourth Grade	Fifth Grade
Conventions of Standard English		
EE.L.3.1 Demonstrate standard English grammar and usage when communicating.	EE.L.4.1 Demonstrate standard English grammar and usage when communicating.	EE.L.5.1 Demonstrate standard English grammar and usage when communicating.
EE.L.3.1.a Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	EE.L.4.1.a Use possessive pronouns.	EE.L.5.1.a NOT APPLICABLE
EE.L.3.1.b Use regular plural nouns in communication.	EE.L.4.1.b Combine common nouns with verbs, nouns, or pronouns in communication.	EE.L.5.1.b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).
EE.L.3.1.c NOT APPLICABLE	EE.L.4.1.c NOT APPLICABLE	EE.L.5.1.c NOT APPLICABLE
EE.L.3.1.d Use present and past tense verbs.	EE.L.4.1.d Use comparative and superlative adjectives to describe people or objects.	EE.L.5.1.d NOT APPLICABLE
EE.L.3.1.e NOT APPLICABLE	EE.L.4.1.e Use common prepositions (e.g., to, from, in, out, on, off, by, with).	EE.L.5.1.e Use frequently occurring conjunctions: and, but, or, for, because.
EE.L.3.1.f NOT APPLICABLE	EE.L.4.1.f Combine three or more words in communication.	
EE.L.3.1.g Use common adjectives.	EE.L.4.1.g NOT APPLICABLE	
EE.L.3.1.h NOT APPLICABLE (see EE.L.3.1.a)		
EE.L.3.1.i Ask simple questions.		
EE.L.3.2 Demonstrate understanding of conventions of standard English.	EE.L.4.2 Demonstrate understanding of conventions of standard English.	EE.L.5.2 Demonstrate understanding of conventions of standard English.
EE.L.3.2.a Capitalize the first letter of familiar names.	EE.L.4.2.a Capitalize the first word in a sentence.	EE.L.5.2.a NOT APPLICABLE

DLM Essential Elements: Language

Third Grade		Fourth Grade	Fifth Grade
EE.L.3.2.b During shared writing, indicate the need to add a period at the end of a sentence.		EE.L.4.2.b NOT APPLICABLE	EE.L.5.2.b NOT APPLICABLE
EE.L.3.2.c NOT APPLICABLE		EE.L.4.2.c NOT APPLICABLE	EE.L.5.2.c NOT APPLICABLE
EE.L.3.2.d NOT APPLICABLE		EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	EE.L.5.2.d NOT APPLICABLE
EE.L.3.2.e Use resources as needed to spell common high-frequency words accurately.			EE.L.5.2.e Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.
EE.L.3.2.f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.			
EE.L.3.2.g Consult print in the environment to support reading and spelling.			
Knowledge of Language			
EE.L.3.3 Use language to achieve desired outcomes when communicating.		EE.L.4.3 Use language to achieve desired outcomes when communicating.	EE.L.5.3 Use language to achieve desired meaning when communicating.
EE.L.3.3.a Use language to make simple requests, comment, or share information.		EE.L.4.3.a Use language to express emotion.	EE.L.5.3.a Communicate using complete sentences when asked.
EE.L.3.3.b NOT APPLICABLE		EE.L.4.3.b NOT APPLICABLE	EE.L.5.3.b NOT APPLICABLE
		EE.L.4.3.c Communicate effectively with peers and adults.	
Vocabulary Acquisition and Use			
EE.L.3.4 Demonstrate knowledge of word meanings.		EE.L.4.4 Demonstrate knowledge of word meanings.	EE.L.5.4 Demonstrate knowledge of word meanings.

DLM Essential Elements: Language

Third Grade	Fourth Grade	Fifth Grade
EE.L.3.4.a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.	EE.L.4.4.a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.	EE.L.5.4.a Use sentence level context to determine which word is missing from a content area text.
EE.L.3.4.b With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	EE.L.4.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	EE.L.5.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
EE.L.3.4.c NOT APPLICABLE	EE.L.4.4.c NOT APPLICABLE	EE.L.5.4.c NOT APPLICABLE
EE.L.3.4.d NOT APPLICABLE		
EE.L.3.5 Demonstrate understanding of word relationships and use.	EE.L.4.5 Demonstrate understanding of word relationships and use.	EE.L.5.5 Demonstrate understanding of word relationship and use.
EE.L.3.5.a Determine the literal meaning of words and phrases in context.	EE.L.4.5.a NOT APPLICABLE	EE.L.5.5.a Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
EE.L.3.5.b Identify real-life connections between words and their use (e.g., happy: "I am happy.").	EE.L.4.5.b Use common idioms (e.g., no way, not a chance, you bet).	EE.L.5.5.b NOT APPLICABLE
EE.L.3.5.c Identify words that describe personal emotional states.	EE.L.4.5.c Demonstrate understanding of opposites.	EE.L.5.5.c Demonstrate understanding of words that have similar meanings.
EE.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	EE.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

DLM Essential Elements: Language

Sixth Grade	Seventh Grade	Eighth Grade
Conventions of Standard English		
EE.L.6.1 Demonstrate standard English grammar and usage when communicating.	EE.L.7.1 Demonstrate standard English grammar and usage when communicating.	EE.L.8.1 Demonstrate standard English grammar and usage when communicating.
EE.L.6.1.a Use personal pronouns (e.g., he, she, they) correctly.	EE.L.7.1.a NOT APPLICABLE	EE.L.8.1.a NOT APPLICABLE
EE.L.6.1.b Use indefinite pronouns.	EE.L.7.1.b Produce complete simple sentences when writing or communicating.	EE.L.8.1.b Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
EE.L.6.1.c NOT APPLICABLE	EE.L.7.1.c NOT APPLICABLE	EE.L.8.1.c Use appropriate verbs to match nouns.
EE.L.6.1.d NOT APPLICABLE		EE.L.8.1.d NOT APPLICABLE
EE.L.6.1.e NOT APPLICABLE		
EE.L.6.2 Demonstrate understanding of conventions of standard English.	EE.L.7.2 Demonstrate understanding of conventions of standard English.	EE.L.8.2 Demonstrate understanding of conventions of standard English.
EE.L.6.2.a Use question marks at the end of written questions.	EE.L.7.2.a Use end punctuation when writing a sentence or question.	EE.L.8.2.a Use end punctuation and capitalization when writing a sentence or question.
EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	EE.L.8.2.b NOT APPLICABLE
		EE.L.8.2.c Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language		
EE.L.6.3 Use language to achieve desired outcomes when communicating.	EE.L.7.3 Use language to achieve desired outcomes when communicating.	EE.L.8.3 Use language to achieve desired outcomes when communicating.

DLM Essential Elements: Language

Sixth Grade	Seventh Grade	Eighth Grade
EE.L.6.3.a Vary use of language when the listener or reader does not understand the initial attempt.	EE.L.7.3.a Use precise language as required to achieve desired meaning.	EE.L.8.3.a Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.
EE.L.6.3.b NOT APPLICABLE		
Vocabulary Acquisition and Use		
EE.L.6.4 Demonstrate knowledge of word meanings.	EE.L.7.4 Demonstrate knowledge of word meanings.	EE.L.8.4 Demonstrate knowledge of word meanings.
EE.L.6.4.a Use context to determine which word is missing from a content area text.	EE.L.7.4.a Use context to determine which word is missing from a text.	EE.L.8.4.a Use context to determine which word is missing from a content area text.
EE.L.6.4.b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	EE.L.7.4.b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	EE.L.8.4.b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
EE.L.6.4.c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating	EE.L.7.4.c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	EE.L.8.4.c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
EE.L.6.4.d NOT APPLICABLE	EE.L.7.4.d NOT APPLICABLE	EE.L.8.4.d NOT APPLICABLE
EE.L.6.5 Demonstrate understanding of word relationships and use.	EE.L.7.5 Demonstrate understanding of word relationships and use.	EE.L.8.5 Demonstrate understanding of word relationships and use.
EE.L.6.5.a Identify the meaning of simple similes (e.g., The man was as big as a tree.).	EE.L.7.5.a Identify the literal and nonliteral meanings of words in context.	EE.L.8.5.a Demonstrate understanding of the use of multiple meaning words.
EE.L.6.5.b Demonstrate understanding of words by identifying other words with similar and different meanings.	EE.L.7.5.b Demonstrate understanding of synonyms and antonyms.	EE.L.8.5.b Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
EE.L.6.5.c NOT APPLICABLE	EE.L.7.5.c NOT APPLICABLE	EE.L.8.5.c Use descriptive words to add meaning when writing and communicating.

DLM Essential Elements: Language

Sixth Grade	Seventh Grade	Eighth Grade
EE.L.6.6 Use general academic and domain-specific words and phrases across contexts.	EE.L.7.6 Use general academic and domain-specific words and phrases across contexts.	EE.L.8.6 Use general academic and domain-specific words and phrases across contexts.

DLM Essential Elements: Language

9 – 10 th Grade		11 – 12 th Grade	
Conventions of Standard English			
EE.L.9-10.1 Demonstrate standard English grammar and usage when communicating.		EE.L.11-12.1 Demonstrate standard English grammar and usage when communicating.	
EE.L.9-10.1.a NOT APPLICABLE		EE.L.11-12.1.a Use conventions of standard English when needed.	
EE.L.9-10.1.b Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.		EE.L.11-12.1.b Use digital, electronic, and other resources and tools to improve uses of language as needed.	
EE.L.9-10.2 Demonstrate understanding of conventions of standard English.		EE.L.11-12.2 Demonstrate understanding of conventions of standard English.	
EE.L.9-10.2.a Use a comma and conjunction to combine two simple sentences.		EE.L.11-12.2.a Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.	
EE.L.9-10.2.b NOT APPLICABLE		EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	
EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.			
Knowledge of Language			
EE.L.9-10.3 Use language to achieve desired outcomes when communicating.		EE.L.11-12.3 Use language to achieve desired outcomes when communicating.	
EE.L.9-10.3.a Vary syntax when writing and communicating.		EE.L.11-12.3.a Vary sentence structure using a variety of simple and compound sentence structures.	

DLM Essential Elements: Language

9 – 10 th Grade	11 – 12 th Grade
Vocabulary Acquisition and Use	
EE.L.9-10.4 Demonstrate knowledge of word meanings.	EE.L.11-12.4 Demonstrate knowledge of word meanings.
EE.L.9-10.4.a Use context to determine the meaning of unknown.	EE.L.11-12.4.a Use context to determine the meaning of unknown words.
EE.L.9-10.4.b Identify and use root words and the words that result when affixes are added or removed.	EE.L.11-12.4.b Identify and use root words and the words that result when affixes are added or removed.
EE.L.9-10.4.c Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	EE.L.11-12.4.c NOT APPLICABLE
EE.L.9-10.4.d NOT APPLICABLE (See EE.L.9- 10.4.c above)	EE.L.11-12.4.d Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
EE.L.9-10.5 Demonstrate understanding of word relationships and use.	EE.L.11-12.5 Demonstrate understanding of word relationships and use.
EE.L.9-10.5.a Interpret common figures of speech.	EE.L.11-12.5.a Interpret simple figures of speech encountered while reading or listening.
EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.	EE.L.11-12.5.b NOT APPLICABLE
EE.L.9-10.6 Use general academic and domain-specific words and phrases across contexts.	EE.L.11-12.6 Use general academic and domain-specific words and phrases across contexts.